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Psychological Evaluation
Delp

Recreation for Retardates
Sember

Bibliography, 1928-1958 (II)
Clausen-Allonardo

"for the practicing professions concerned with mental retardation"

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The BULLETIN is open to original articles dealing with the aspect of mental retardation. The Editors will consider for publication the following types of material:

1. Articles of a technical nature, e. g., reports of research, discussion of problems in the field.
2. Non-technical articles of general interest, e. g., human interest stories of the mentally retarded, restatements of technical material for the layman.
3. Book reviews and news notes.
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the training school BULLETIN

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Editorial:

The Necessary Quality

Without doubt the condition of mental retardation is receiving more attention from professional workers and laymen than it has ever had before. Partly this is due to progress in our understanding of retardation in the last two or three decades, during which time the revelation of non-inherited causes allowed parents to admit more willingly of their children's condition without having so many personal guilt feelings. More especially the new attention came through the organized activities of these parents of normal and superior intellect who demand more services for their children.

Consequently, literally thousands of professional and semi-professional workers are becoming interested in this field. With legislation in most states preceding the supply of necessary personnel, many enter their careers with sad preparation. Yet, be they contact workers or consultants, the demands for their services are so great that the quality of those services is rarely discussed in the employment process. The hiring of the worker with little in the way of tools or experience to help these children, who relies too heavily on colleagues who possess the necessary professional "labels" to cover his own inadequacies, without assurance of their own true adequacy, causes many projects with honest intent and a reasonable chance of success to fritter away to inconsequential proportions as the years pass.

It is not enough to boast of a clinic, or a psychiatrist, or a group of workers with appropriate specialized labels. The span between written descriptions of staff complements and programs of centers working with the retarded as they appear in publications and actual quality of work done as observable upon visitation often is unconscionably great. Undoubtedly, until the demand subsides somewhat, this condition will continue.

In the meantime, it should help professions to avoid the charging of exorbitant fees especially by consultants unless there is reasonable assurance of satisfying the need of the patient. Many a professional worker of mediocre ability seems more prone to charging to the full for their ordinary ability to assist than do the top men in their field who tend to be most conscious of their limitations and of ethics in the situation.

The problem is not new in the history of professional progress, nor are the pitfalls lying before us.

W. J.

Psychological Evaluation . . . Some Problems and Suggestions

harold a. delp

All too many Psychologists still believe and practice with conflicting ideas involved. Consequently, this has an effect on their reports and interpretations. Educators, Social Workers, Medical Personnel, and others need a basis for using reports with understanding. Persons using reports should have some idea of what they can expect from the data obtained in psychological evaluations. The comments and suggestions contained here will seem trite to some psychologists — but the problems appear frequently enough in practice and in reports to be worthy of comment.

In the area of psychological testing, especially in terms of the mentally retarded, there are several conflicting ideas. First, there are those who believe that no test is really useful in terms of obtaining valid estimates of the mental level (IQ) of an individual. Second, there are those who believe they can get everything from one test. We have heard discussion from people that administering a Stanford-Binet will allow them to obtain mental level, personality characteristics, and the like. In the same vein there are those who believe the Rorschach will give them everything. Third, there are those people who admit that *the* test administered in a particular case is not satisfactory for any number of reasons, such as hearing loss, reading difficulty, physical handicap, and the like. However, many of these same people proceed to interpret the score from the test as though it were completely reliable and valid. It should be pointed out that in general all three of these attitudes provoke difficulties in terms of the actual results of psychological measures for individual persons.

The standards or norms on any psychological tests pose problems for most people in their uses. Either the standards are not accepted in general for such testing or the persons placed too much arbitrary confidence in the results. It should be pointed out that psychological evaluation does not produce an "all or none" result. To be at all consistent the score itself is necessary to any kind of adequate evaluation of psychological material. Next, there must be a study of the accuracy (validity, reliability, objectivity) of the score for the particular individual being evaluated. Finally, there is the interpretation of the evaluation procedures which, of necessity, must go into all of the factors relating to the use of the scores in various areas as well as describing as how this applies to the particular individual being tested.

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Psychological tests (particularly mental tests) are specific samples of the behavior and abilities of the individual. For some tests, these samples are less limited than for other tests but nevertheless all such tests produce only samples. Almost any basic battery of test items might be best for a particular psychologist to use. Its primary value is in the general information which is obtained concerning the individual as well as defining the areas needing added evaluation. After the basic test battery is administered the psychologist in most cases will need to use other evaluation devices to supplement and complement the material obtained on the first. There is a tendency for some psychologists to over-interpret the information in the direction of the individual being evaluated. Perhaps an example of this might be given.

Suppose a particular psychologist feels that the Binet or the Wechsler tests allows him to obtain the best general estimate of the person being tested. This test would then be administered in most cases initially. However, the person being tested might pose a problem concerning the extent to which his malcoordination has affected performance items on the test administered. In this case the psychologist should always make use of another test battery which for the most part eliminates the need for coordination in terms of the estimate to be obtained. Similar situations often exist for individuals with problems of speech, hearing, reading, and other handicaps. If this multiple testing is done, the situation would not occur where the examiner makes a comment in his report that the subject's reading difficulty may have produced errors resulting from inability to read and blocks to reading situations which may make the scores inadequate. And then proceed to interpret the results as though he had never made a comment concerning limitations from the reading problem.

All textbooks concerning measurements have used the words "validity, reliability, objectivity, and standardization." In most cases these terms have been defined in their relationship to the construction of the tests. Perhaps they should be redefined in terms of the value of the results obtained in an actual testing situation. From this point of view one could label the results of a particular test administration for a definite individual in terms of *validity*. This would mean the feeling of the psychologist as to any factors existing in this individual which might cause constant error in the results for the individual. These would be factors which, for the particular test administered, would produce a constant deflecting influence in the score. This might be the situation with the hearing handicapped person taking the Binet. Reliability in terms of the test results would involve the degree to which the psychologist feels that there have been accidental errors and inaccuracies resulting in obtaining the score. This factor should in most cases be able to be kept to a minimum. However, in some cases the individual being tested may be constantly looking out the window or being disturbed

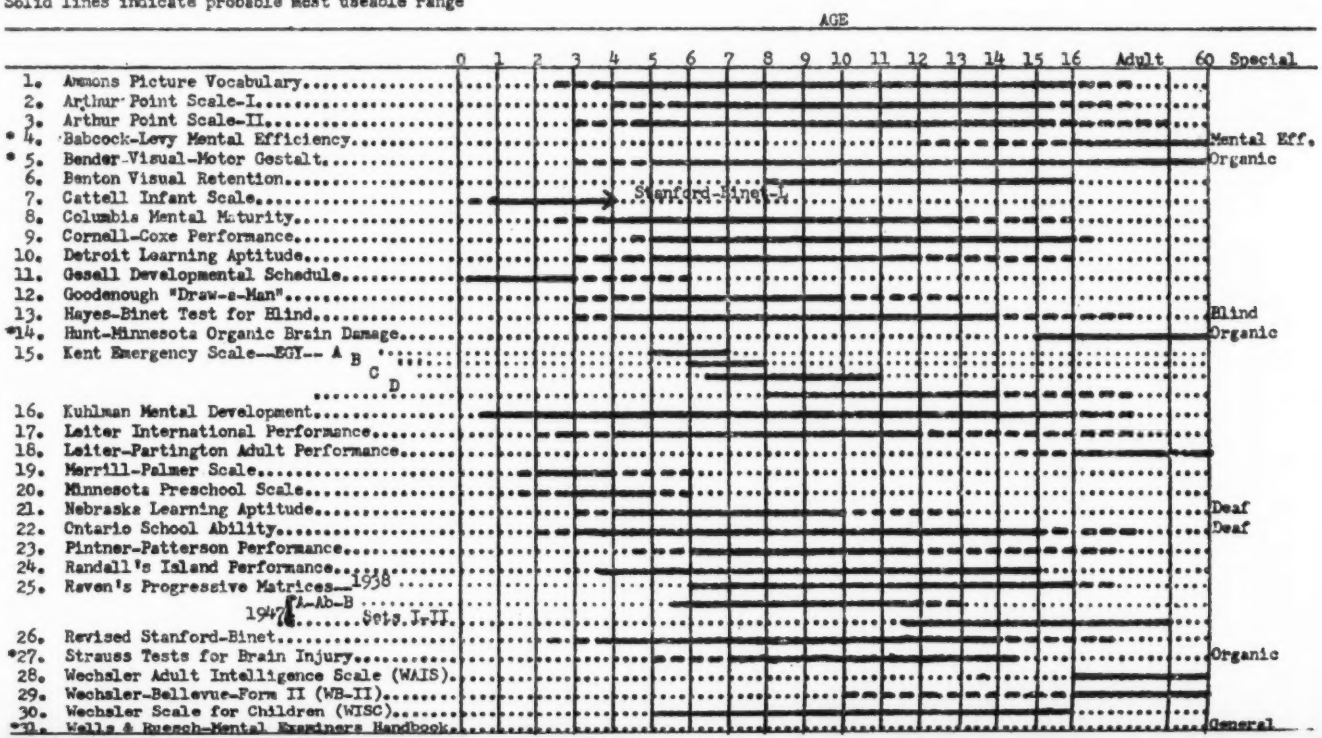
by other factors existing in the situation, such as noises, persons passing by, and the like. It may be that occasionally an item will be spoiled because of an accident in terms of the administration. Nevertheless, in these terms reliability has to do with variable and unpredictable errors which may occasionally crop up in an administration at a particular time. The degree to which these factors may have occured, however, should always be pointed out by the psychologist.

Objectivity in terms of test results might involve the personal error in terms of the opinions of the psychologist together with other factors which restrict the objective point of view — objectivity, of course, should exist in all testing situations to the largest possible degree. The degree to which the psychologist involves subjective points of view to too great a degree would enfluence this characteristic of objectivity but would be less recognized by the examiner in many cases. *Standardization* as related to test results has to do with the interpretation of those scores. If the psychologist misunderstands some of the data he has obtained, if he gives incorrect meanings to data existing, or if assumptions are made which are not valid in terms of the particular case being evaluated, the results, and hence all interpretations based on those results, will not conform to standardized information and procedures.

It has been pointed out that, especially with clinic cases, we have definite difficulty. These individuals tend to be like the ones who caused the measurement errors in the original standardization of the test materials. If there were not the handicapped and disturbed individuals who need special consideration and if these persons had not been included in the original standardization of the test battery, the error of measurement of a particular test would in most cases be much smaller. Each type of handicap which persons might have requires specific consideration in psychological evaluation. In any sample of a thousand cases picked at random for standardizing a test there will be those who have at least mild hearing problems, visual problems, crippling problems, emotional problems, as well as many others. Each of these handicaps should be evaluated in terms of a test which in general eliminates that factor as a requirement. We have tests which have been developed and standardized for use with deaf children. We have tests which eliminate the use of oral language on the part of the subject. We have tests which fit the blind, cerebral palsy, and the like better than the most used test batteries. It should be obvious that, when multiple handicaps come into the picture, there are limits beyond which the psychologist cannot go in obtaining a test battery ideally suited to the particular individual. Nevertheless, it is possible in a great majority of cases, even in the clinic to use a test battery or at least selected test items which do a much better job in the field of psychological measurement for the particular kind of person involved.

APPENDIX--AGE-RANGES FOR SELECTED INDIVIDUAL MENTAL TESTS

Solid lines indicate probable most useable range



*Not basically a test of mental level--special use

In projective testing there are like problems which occur. Too often the psychologist feels that the Rorschach, the TAT, or some other device will work in all cases. This obviously is not true. The problem of age of the individual being examined, as well as the particular types of emotional problems anticipated, will in a great measure determine which of the projective devices will best elicit the kind of responses necessary for an evaluation of the personality of the individual.

Many other factors are involved in good practice in terms of psychological evaluation. One of the biggest handicaps to good evaluation is the limited repertoire of evaluation devices which most psychologists have. At one time while sitting on a state board evaluating state psychologists, the author incidentally asked the candidate to "name all of the individual intelligence tests or mental tests which you know." It was surprising the number of persons who could only name at most two or three such test batteries. It is not at all unusual to find psychologists who feel that, if they are experienced in the administration of three or four test batteries, they can accomplish adequate results with any types of case. This, of course, would seem to be beyond any amount of reason. There are at least 30 to 40 different mental measurement devices which at times should be called upon to assist in the evaluation of particular individual cases. When one considers the breadth of evaluation from the young to the old, from the retarded to the gifted, the emotionally disturbed to the non-disturbed, and including all types of physical handicapping problems, the background of the competent clinical psychologist must be quite enormous. And even with the broad background, evaluation devices used should be fitted to the individual being evaluated and his particular problems. (See Appendix for a table of age ranges and specialty uses for a number of mental tests).

An adequate psychological evaluation must go beyond the mere reporting of test scores, and even the statement of problems. In numerous cases the psychologist in the past has simply stated problems or made recommendations which were only restatements of the reasons for referral. To be useful the report must include descriptions, interpretations, and recommendations which are useful to others in actually improving or solving the basic issues (Delp, 1956).

In any reporting the final summary must go beyond that which many psychologists use. It must include a global description of the individual as a person rather than merely being a set of isolated statements about mental level, personality status, or even specific problems. This summary must lead into a set of recommendations which are pointed to the person as an individual, to his limiting problems, and to what the using personnel might be able to do to assist this child whether it be in school, in an institution, or whether it is related to his mental, emotional, or physical status.

Briefly, then, it is anticipated that the psychologists will develop a large body of background devices in both mental testing and personality testing which would be usable on demand to more completely satisfy the needs in evaluation of particular individuals. It is also assumed that evaluation devices will be used, both in a sense of administration and for the persons involved, in such a way that they obtain the maximum information with the fewest limiting conditions. Tests must be used for the purposes for which they were intended. It is rather absurd for one to assume that a mental test should also be used to evaluate the personality characteristics of the individual, or that a projective test would also be used for the measurement or prognosis of mental level, when we have many adequate evaluation devices in each of these areas which do a better job when they are used for their intended purposes. If tests are used for their intended purposes, and with the added understanding that we gain all available clues as to the additional specialty evaluation devices which might best be used to complete the situation, then it is felt that an adequate complete evaluation of the person would result.

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Summer Recreation for Retardates

andrew t. sember

In November of 1957, The Training School Bulletin published an article by the above author entitled "A Critique of Summer Recreational and Crafts Activities For Mentally Retarded Children." The article was based on a "summer camp" program instituted at The Training School, which has become an integral part of the professional program of the School. Since then, in 1958 and in the past summer of 1959, the program has been carried through successfully.

With three summers of activity now completed, this second article is an attempt to further describe problems, additional facets, and specific descriptions of aspects of the program.

The overall problem was originally to design a summer recreation program for a large group of mentally retarded children with a wide range of chronological ages. Subsequent problems were to supplement existing activity, determine inadequacies, and provide needed additions.

Working within the broader framework of developing the "whole" child, this program of "recreation for retardates" had to first fulfill the basic responsibilities to the child and to the parent, and secondly, attempt to answer certain needs. These needs were set as goals and are here listed, not necessarily in order of importance:

1. To provide enjoyable activities which would have meaningful experiences for the child.
2. To develop skills in new activities which would have a high degree of carry-over value.
3. To develop skills in activities which would provide a source of pleasurable relaxation and accomplishment.
4. To develop interest in activities which would provide a student with a greater appreciation of both the activity and the performer by means of participation.
5. To give the children an outlet for their latent energy through physical activity with the attitude in mind that active children are happy children and that many of the behavior problems existing in children are the result of idleness.
6. To develop the body in strength and endurance; the child who is physically fit will function more nearly at his full mental capacity.

Andrew T. Sember is Supervisor of the Child Life Department of The Training School at Vineland, New Jersey.

The annual Summer Program at The Training School was developed and is carried out under the School's Child Life Department. Program enrollment consisted of summer enrollees and the regular residential enrollees who remained at the School during the summer season. Recreation leaders and assistants planned for a nine-week period. Training School cottage groups were classified into playgrounds, each consisting of groups of close chronological and mental ages.

Recreation leaders were required to have completed at least six semesters of undergraduate work in physical education or recreation. Assistants were required to be at least high school graduates who intended to pursue higher education, namely that of physical education or recreation degrees. Each applicant was oriented to his respective type of position. The basic requirement was that of an interest in and a capacity for patience and understanding of retarded children.

An accurate record of the successes and failures of the projects and activities which were attempted was kept. They are listed in the supplement to this article, broken down into playground areas; sex; chronological and mental ages; along with a brief description of the characteristics of the specific group.

It would be a highly complex problem to attempt to discuss each of the successful and unsuccessful activities that developed from each of the seven various playgrounds in this introduction. However, there are certain points which the author feels require brief discussion.

SWIMMING:

The Training School swimming pool was used advantageously as a key part of the overall program. Beginning and intermediate swimming classes were held daily from 9 A. M. to 11:45 A. M. Classes were one-half hour in length and were necessarily confined to small groups. (i.e., four children to a class.) Afternoons were reserved for recreational swimming sessions, each session of one hour duration. Those groups with like ability were gathered together for lessons. However, the recreational swimming in the afternoon was devoted to large, mixed groups.

Very little was accomplished in the area of strokes such as side stroke, crawl, elementary back stroke, etc., due to the fact that the children immediately turned their attention to diving when they had mastered the art of swimming in the deep end of the pool. Many of the children passed their Red Cross Beginners' Test.

Near the conclusion of the summer program, an excellent Water Carnival was held, and staff and parents were surprised and delighted at the interesting and entertaining water carnivals which were presented by the children.

Representative of the events were: (a) Competitive swim race — 20 yards for good swimmers, (b) diving contest for good divers, with divers required to give three basic dives plus two optionals. Contestants were judged on ability and form; (c) underwater swimming contest for distance; (d) jumping for accuracy, with children jumping through rubber tires from the diving board. Valves on the tubes must be taped down to prevent injury; (e) novelty races.

CRAFTS:

On Crafts activity, material was supplied upon the request of the playground instructor. No definite schedule of craft instruction was attempted. It was left to the instructor's discretion, and when interest in physical activity lagged, the instructor immediately began crafts activity. The length of time spent at crafts was determined by the attention of the students. Descriptions of craft activities are included in the supplement.

SPECIAL EVENTS

In addition to activities presented on each playground and in the areas of pool and crafts, many other special events were planned and carried out. The Training School bus was utilized for numerous trips and outings. The bus traveled approximately 2,290 miles during one summer program, transporting children for outings.

Several recommendations can be made from these experiences: (a) Suitable plans should always be made in advance to include toilet stops, the best possible route, adequate feeding arrangements, and adequate chaperoning.

The Training School population is acclimated to the "buddy system." Staff makes a constant check on "buddies." In walking in crowds, it was found children will even hold hands with their buddy. In crowds, when a child is without a buddy, he is immediately stopped by chaperones and a search is started. When children are to be in large crowds such as zoo, baseball game, circus, etc., tags are made and pinned to them with their name and identification. This is necessary because of numerous speech problems in the population.

Trips and outings included a trip to the Training School Menantico Lake and working farm for each playground, with a doggie roast prior to return to the campus in the evening; each playground group experienced an educational trip to the Philadelphia International airport, the Philadel-

phia Zoo, including a picnic lunch; certain playground groups journeyed to a nearby "storybook land," including a picnic lunch; each playground group enjoyed at least one trip to the seashore, swimming in the ocean, and a picnic lunch; certain groups were taken to a Philadelphia Phillies night baseball game; through the courtesy of a nearby civic group, the entire population saw an afternoon performance of a large traveling circus; certain playgrounds were taken to a nearby ranch for an afternoon of pony rides; and a girl's playground journeyed to Atlantic City to witness the Ice Capades.

SPECIAL ENTERTAINMENT:

From a standpoint of special entertainment on campus, an evening outdoor concert was provided by a nearby "hobo" band; numerous fun and stunt nights were held in which each playground presented activities they had accomplished; staff members of The Training School played local civic groups in softball to entertain the children.

As a climax to the Summer Program, an entire Saturday was devoted to "Parents Day at Summer Camp." Visiting parents were urged to observe their children at a full day of preparation and activity, talk with the summer counselors, and enjoy a huge parent-child picnic with special entertainment provided by the children in the form of a mock circus.

Conclusions

1. Retardates are capable of participating in and benefitting from a planned summer recreation program. They derive the normal benefits of good sportsmanship, fair play, acceptance by peers, development of emotional control, development of neuro-muscular skills, and qualities of leadership and physical fitness.
2. Normal activities and games can be used if simplified or altered to fit the capabilities of the participants. (See supplement.)
3. Competition for the sake of winning must be minimized and pleasure in participating must be magnified.

While "recreation for retardates" is still far from being completely satisfactory as a formal program, the growing interest in the field and the progress made in recent years augurs well for greater confidence in the future.

Supplement

Playground #1

Girls ranging in chronological ages from 5 to 11 years, mental ages from 2 to 6 years.

Boys ranging in chronological ages from 5 to 12 years and mental ages from 2 to 7 years.

Nursery group — The instructor was required to demonstrate everything and was able to utilize very little verbal explanation. The "Story

Hour" proved to be the best method of getting the children together for group play.

Successful Activities

A. GAMES

1. FOLLOW THE LEADER

a. Jumping
b. Jump and Hop
c. Hopping
d. Duck Walk
e. Rabbit Hop
f. Crab Walk
g. Gallop
h. Forward rolls
i. Side rolls
j. Backward roll

2. LONDON BRIDGE

a. The instructor must help keep children in line for them to go through the bridge.

3. DODGE BALL

a. No circle was used, children run with the ball and hit another child with the ball—soft volley ball used.

4. ROUND THE VILLAGE

a. The instructor should pick a leader to start the game. She may have to help the children go in and out the windows.

5. RAILROAD TRAIN

a. Choose engine and cars, make noises trains make, chug around group adding cars until all children are participating.

6. MUSICAL CHAIRS

a. Form circle around chairs. When instructor claps hands children run for seats. Repeat several times until children learn to rush to their seats.
b. Add a familiar song and children sing as they walk around chairs while waiting for instructor to clap hands.
c. Records and marching then can be added.

7. BEAN BAG THROWING

a. Demonstrate overhand motion of throwing. Throwing for distance.
b. Place children to retrieve.
c. Enter a can or basket, and throw for accuracy.
d. Bean Bag relay. Have children line up and place bag in basket.

8. CIRCLE SINGING

a. Ring Around the Rosie.
b. Mulberry Bush
   1. Sing personal chores — This is the way we brush our teeth, comb our hair, etc.

9. BOWLING

a. Use ten pins and softball.

B. CALISTHENICS

1. VARIOUS EXERCISES

a. Instructor must demonstrate.
b. Pupils then try the exercise.
c. Body bends, side bends, wood chopping, running in place, hopping in place.

C. STORIES (aid in getting group together.)

1. VARIOUS STORIES

a. Story hour is especially successful if group is told the story and instructor has pictures to illustrate the story for the group.

D. WALKS

1. VARIOUS WALKS

a. Children were taught to hold hands and walk in pairs. They visited points of interest, pet area, barn, and greenhouse.
b. Each area visited was explained by the instructor plus the names of animals at the pet area and the barn.

E. WADING POOL

a. The group was taken to the pool each day. The instructor must go into the pool with the children and hold hands playing circle games. This procedure helped children to overcome their fear of water.
b. Children were finally taught to submerge their faces and blow bubbles, giving breath control.
c. Rubber floating toys are advantageous.

F. ARTS AND CRAFTS

1. STRINGING SPOOLS AND BEADS
2. PLASTER OF PARIS HAND IMPRINTS
3. COLORING
4. WORKED WITH CLAY
   a. Made Snakes.
   b. Square blocks and attempted to pile them.
5. COLORING OF ANIMALS.

Unsuccessful Activities

1. Any type of tag game. The children did not understand that it was distasteful to be "it".
2. Loopy Loo. The children did not learn right foot, left foot, etc.
3. Marching. Children could not learn to stay in step. However, they could learn sense of rhythm by walking to music.
4. Hop Scotch. Could not understand the game.
5. Farmer in the Dell. Could not understand the game.

Playground #2

Boys ranging in chronological ages from 10 to 15 years, mental ages from 4 to 10 years.

Primary group of boys. Many of these children were hyperactive with multiple handicaps. Games and activities were simplified and modified to fit the group. The attention span of this group was very short and activities must be varied.

Successful Activities

A. GAMES

1. FOLLOW THE LEADER
   a. Jumping
   b. Jump and turn
   c. Hopping
   d. Duck walks
   e. Rabbit hops
   f. Crab walk
   g. Gallop
   h. Running
2. FUNDAMENTAL BALL ACTIVITIES
   a. Different sizes of balls utilized.
   b. Various skills of throwing, catching, kicking and bouncing were practiced.

3. Bean Bag Games
   a. Target toss.
   b. Throwing for distance.
   c. Ring throw.
   d. Bean bag passing.

4. Bull in Ring
   a. Form circle and children hold hands.
   b. One boy placed inside circle. He then attempts to get out of circle by breaking through hands. Instructor must pay close attention or game will get too rough.

5. Object Hunt
   a. Instructor showed children what they were too look for. He then would have all children cover their eyes and hide the article. Children are helped by instructor calling out "hot" or "cold" as they approached or moved from location of the object.

6. Drop the Handerchief

7. Guessing Games
   a. The instructor hid a button or stone in one of the children's hands. The children then sit in a circle, each child pretending to have the object. The instructor would then point to one of the children indicating that that child should try to guess who had the object in his hand.

8. Parades
   a. The group utilized tricycles, scooters, and wagons, formed into parades and circled their play area. The instructor must supervise children in the riding of their vehicles.

9. Singing Games
   a. Bounce ball and sing "One, Two, Three, O'Leary".
   b. Loopy Loo.
   c. Did You Ever See A Lassie?
   d. Three Little Indians.

10. Wrestling
   a. The instructor wrestled gently with the more capable boys.
   b. Two boys were allowed to wrestle, starting from a wrestling position while the remainder participated as observers.

11. Tumbling
   a. The instructor must demonstrate.
   b. The group attempted stunts with the help of the instructor.
   c. The group learned forward rolls, backward rolls, side rolls, and shoulder rolls.

12. Indian Ball
   a. Instructor hit ball to children.
   b. Children retrieve ball. Instructor lays bat on the ground and children roll ball, attempting to hit bat. Student hitting bat becomes batter. With a student batter, ball can be placed on the ground and student bats it.

13. Basketball
   a. Two hand chest shot at basket 8 feet high.

B. HIKES
   a. The group can benefit from supervised hikes to visit points of interest, barns, greenhouse, livestock, etc.

C. CALISTHENTICS

1. Various Calisthentics
   a. Instructor must demonstrate.
   b. Pupils individually attempt each exercise.
   c. Pupils do exercise as a group.
   d. Body bends, deep knee bends, side bends, running in place, wood chopping, hopping in place, sit ups, push ups.

D. SWIMMING

a. Swimming lessons, small group, 4-5 students to instructor.
b. Lessons one half hour in length.
c. Recreation swimming in larger group one hour in length.

E. STORY TELLING

1. Various Stories
   a. Instructor should tell story to group.

F. ARTS AND CRAFTS

1. Plaster of Paris Foot and Hand Prints — Figurines.
2. Coloring.
3. Finger Painting.
4. Pin Wheels.
5. Figures from Pipe Cleaners.
6. Cardboard Egg Carton made into Alligator Heads — Colored, with Teeth cut out.

Unsuccessful Activities

1. Marching: could not keep in step but could walk to music.
2. Organized Softball: game too complicated, did not understand base running, etc.
3. Any activity which required a lengthy attention span was unsuccessful.

Playground #3

Girls ranging in chronological ages from 12 to 21 years, mental ages from 5 to 12 years.

A very active teen-age group of girls. Very little alteration or simplification of games was necessary. However, it was necessary that the pace of teaching be slow, utilizing a great deal of demonstration and very little verbal explanation.

Successful Activities

A. GAMES

1. Badminton
   a. The instructor outlined the basic points of the game, the manner in which the racquet should be held and how to hit the bird.
   b. Instructor demonstrated the serve.
   c. The students were allowed to volley, hit the "bird" over the net counting the number of times the bird crossed the net.
   d. The instructor found it difficult to teach scoring.

2. Softball
   a. A very soft softball used.
   b. Each girl allowed a specific number of times at bat.
   c. No base running was accomplished.

3. Basketball
   a. Fundamentals taught, shooting, passing and dribbling.
   b. A variation of the game, "Keep away" was played.

4. BALL GAMES

a. Dodge ball.
b. Newcomb Ball.
c. Soccer, (soft volley ball used)
d. Kick Ball, (lead up for soft ball)

5. QUIET GAMES

a. Shuffleboard
b. Ring Toss
c. Horseshoes
d. Checkers
e. Dominoes
f. Bingo
g. Monopoly
h. Bean Bag Throw
i. Red Light
j. Squirrel in Tree
k. Stoop Tag
l. Puzzles
m. Quiz Games
n. Card Block Building

B. DANCING

1. SQUARE DANCING

a. The girls were taught basic fundamentals in swing, do-si-do, promenade, square the set, and the grand right and left.
b. Pupils should be taught to walk through the figures of the entire dance.
c. The pupils should listen to the music.
d. The pupils should then dance to the music.

C. STUNTS AND TUMBLING

1. VARIOUS EXERCISES

a. The instructor must demonstrate the activity and then with the help of the instructor each child attempted it.
b. The group accomplished: Stiff knee walk; Bicycling; Centipede; Bouncing ball; Human Ball; Forward roll; Backward Roll; Double roll; Side roll; Cartwheels.

D. SWIMMING

1. VARIOUS EXERCISES

a. Swimming lessons must be in small groups, 4-6 to classes.
b. Recreation swimming in larger groups.

E. CALISTHENICS

1. VARIOUS EXERCISES

a. Body bends.
b. Side bends.
c. Reaching and stretching exercises
d. Rhythm exercises to "I've Been Working on the Railroad".

F. MARCHING

1. VARIOUS MARCHES

a. Instructor should not be too concerned about group being in step.
b. Suitable Music: Left Right Out of My Heart; Stars and Stripes; Red, White and Blue.

G. SPECIAL ACTIVITIES

1. WALKS
2. GROUP SINGING
3. TREASURE HUNT
4. RECORD LISTENING
5. STORY TELLING AND STORY READING

H. ARTS AND CRAFTS

1. Bean Bags
2. Pipe Cleaners Hangers
3. Puppets
4. Popsicle Stick Baskets
5. Beanie Caps
6. Cloth Clowns
7. Sack Dresses
8. Newspaper Seats
9. Hot Dish Mats
10. Macaroni Jewelry
11. Knitting (for a few)
12. Embroidery (for a few)
13. Leather Work
    a. Mocassins
    b. Belts
14. Basket Weaving
15. Hot Pads

Unsuccessful Activities

1. Jumping rope: girls were not well enough coordinated.
2. Marching: girls will march in time to the music but cannot continue to march in step.
3. Volley ball: girls seemed afraid of volley ball and a lighter beach ball is required for any success.

Playground #4

Boys ranging in chronological ages from 14 to 22 years and mental ages from 5 to 10 years.

An active group of teen-age boys. Interested in physical activity. Only minimal alterations of games taught was necessary. The pace of teaching was slow, utilizing a great deal of demonstration and very little verbal explanation.

Successful Activities

A. GAMES

1. Softball
    a. Softball was played full scale by a limited number of children and appropriate modification for those students whose ability limited them in various respects were made.
2. Indian Ball
    a. Place children at random with instructor as pitcher.
    b. Instructor pitches in soft, underhand fashion and after batter strikes ball he lays bat perpendicular on ground.
    c. Boy fielding ball attempts to roll ball hitting bat. If ball hits bat he goes directly to batter. If fielder catches ball on fly, he goes directly to bat.
    d. Catchers' position is solved if batter strikes and misses or hits foul ball, batter holds bat straight up in air and catcher attempts to hit bat in this position.

B.

3. BASKETBALL
   a. Basketball in complete form was played by only a limited number of students.
   b. Individual shooting matches were held. They would involve one, two, or even three passes before the shot.
   c. It must be noted that nets must be added to baskets to make game interesting.

4. SOCCER
   a. Soccer can be played in a limited fashion.
   b. Field should be relatively small and goal regulation size.
   c. A soft volley ball is most successful.

5. RELAYS
   a. Relays are very successful. Any form of fundamental, ball or running relay will be successful.

6. SOFTBALL HOCKEY
   a. Initated to teach boys who were unable to hit or throw softball.
   b. Students were most successful at just swinging the bat with one hand at a rolling ball.
   c. Students should concentrate on hitting the ball accurately instead of very hard.

7. OUTDOOR BOWLING
   a. Bowling was utilized as a lead up to softball.
   b. A soccer ball was rolled to knock pins over.
   c. Pins were placed off the ground and a softball used to knock them from box.
   d. A catcher was then used behind the elevated pins.
   e. Boys learned the underhand pitch and overhand throw.

8. KICKBALL
   a. Lead up to softball.
   b. Teach base running and method "outs" are made.

9. PADDLE TENNIS
   a. Played on hard surface.
   b. Use tennis ball and heavy ping pong paddles.
   c. Stretch net approximately 4 feet in height.
   d. Boys volley playing an outdoor version of ping pong.
   e. Success can be increased if boys use a banking board to practice against.

10. WRESTLING
   a. Minutely successful; better coordinated boys learn quickly from the wrestlers' position.
   b. A few basic holds can be demonstrated but instructor must guard against sport getting too rough.

11. PRIMARY GAMES
   a. Animal imitations
   b. Club snatch
   c. Follow the leader
   d. Guessing games, object hunt, etc.

12. SINGING GAMES AND GROUP SINGING

B. QUIET GAMES

1. CROQUET
   a. Croquet is very successful.
   b. Lines can be used to teach boys route to follow.
   c. Far more interest was noted if a string is tied to connect wire loops starting at the beginning pole and ending at the "finish" pole. The string for some unknown reason made the game much more interesting for the players.

2. HORSESHOES

a. Rubber horseshoes are a must.
b. Interest can be developed if children just throw to put shoes within a marked circle approximately 6 feet in diameter.
c. After interest is aroused the peg can be added.

C. STUNTS AND TUMBLING

1. FORWARD ROLLS
2. BACKWARD ROLLS
3. DIVING FORWARD ROLLS
4. FROG STAND
5. HEAD STAND (for a few)
6. PYRAMIDS

a. Boys kneeling upon one another, smaller, frail boys on top.
b. One boy kneels on hands and knees, another boy stands on rump of kneeling boy. Third boy kicks up to hand stand and top boy holds his ankles and boy upright.
c. Pyramids give the smaller, frail boy a feeling of success.

D. BICYCLING AND BICYCLE PARADES

a. Training wheels can be employed for students learning.
b. A girl's bicycle is easier to mount for the beginners.
c. Boys enjoy riding about the grounds.
d. Parades with bicycles decorated make an excellent July 4th project.

E. STORY HOUR

F. SWIMMING

a. Lessons in small groups, 4-6.
b. Recreation swimming in larger groups.

G. ARTS AND CRAFTS

1. KITES

a. Making of kites and the flying of kites is a continuing project.
b. Kites can be lettered and messages sent up string to the kites.

2. LEATHER CRAFT (stamped type)

a. Belts
b. Wallets

3. PLASTER OF PARIS MOLDS

a. Indian heads placed on wooden plaques, head painted and placque shellacked

4. LAWN ORNAMENTS

a. Animal is traced on stiff paper.
b. Trace on plywood.
c. Cut out with coping saw.
d. Small hold placed in end with nail.
e. Coat hanger wire makes it a project which can be placed in the lawn.
f. Entire project is painted. Example (Chicken with chicks.)

Unsuccessful Activities

1. Attempts to shoot baskets without a net.
2. Attempts to explain and accomplish badminton in its entirety.
3. Highly organized softball and volley ball games.

Playground #5

Boys ranging in chronological ages from 10 to 25 years, mental ages from 3 to 8 years (Mongoloid group)

This playground consisted of entirely of Mongoloid boys. They required supervision in all activities but results were easily discernible and the instructors' method of accomplishment many times was unique.

Successful Activities

A. GAMES

1. CROQUET
   a. Wickets were painted a bright color and lime was used to mark off the course in order to aid the participants in following the prescribed procedure.
   b. After a period a few of the students could play the game when the line was not used for marking. However, the greatest success was achieved when the route was marked.

2. HORSESHOES
   a. It was necessary that the instructor demonstrate the game and that he stress the importance of safety.
   b. A modified version of the game was organized due to the fact that scoring was difficult for the group.

3. BASKETBALL
   a. It was necessary that the instructor demonstrate shots, such as two-handed push shot.
   b. Boys derived satisfaction from taking turns at the basket.
   c. Dribbling relays can be organized.
   d. Shooting relays can be organized.

4. RELAYS
   a. Ball passing relays and running relays.
   b. Boys accomplished, over and under, between the legs, over the head, roll ball between legs, and forms of hopping and running relays.

5. TUMBLING
   a. Instructor demonstrated forward roll, backward roll, and side roll.
   b. Children then helped each other and entire group learned basic tumbling.

6. SOFTBALL
   a. Instructor started out with one base kick ball using a volley ball. Bases were added until group learned fundamentals of base running.
   b. A volley ball and bat was used next instead of kicking ball.
   c. Volley ball was rolled until finally a softball was used.
   d. Majority of group enjoyed a variation of bat volley ball.

B. SINGING

1. VARIOUS SONGS
   a. Group enjoyed singing games for the sake of demonstration. Example: Group made Indian costumes as a craft project, learned the song One Little, Two Little, Three Little Indians and derived pleasure from demonstrating their ability as part of an assembly of the children.

C. SWIMMING

1. PROCEDURE
   a. Class divided into swimmers and non-swimmers.
   b. Classes must of necessity be in number, 4 to an instructor.
   c. Recreation swimming in larger groups possible.

D. ARTS AND CRAFTS

a. Indian costumes, paper headdress, belts, garments.
b. Mold making from plaster of paris and painting molds.
c. Coloring of animals.

Unsuccessful Activities

1. Organized games of softball, volley ball and badminton: Games too complicated for the group.
2. Dancing: Very little success with square dancing because of staff reluctance to make the dancing co-educational.
3. Marching: Children could walk to music but to march in step proved most difficult.

Playground #6

Girls ranging in chronological ages from 16 to 35 years, mental ages from 4 to 8 years.

Group of older, trainable girls. Many alterations in the method of teaching the games which were presented was necessary. Physical activity was held at a minimum and participation in "quiet games" was the ultimate goal.

Successful Activities

A. GAMES

1. SOFTBALL
   a. Girls just were taught to hit a volley ball with hands and run to one base.
   b. Additional bases were added.
   c. Finally, a bat and volley ball until a softball was ultimately used.
2. BEAN BAG THROWING
   a. Girls derived a great deal of satisfaction from organizing games of accuracy with bean bags.
   b. A board with holes for eyes, nose and mouth. Girls throw bean bags through the holes.
3. BASKETBALL
   a. Girls were taught two-handed push shot.
   b. Girls shot only at basket, games organized to see which line of girls made the most baskets.
4. QUIET GAMES
   a. Story telling
   b. Group singing
   c. Walks
   d. Simple card games — Old maid, bingo, dominoes, etc.
   e. Coloring
5. ELEMENTARY GAMES
   a. Dodge Ball
   b. Hide and Seek
   c. Run tag

B. SQUARE DANCING

1. VARIOUS DANCES
   a. Basic steps taught and a few simple dances learned.

C. CALISTHENICS

1. VARIOUS CALISTHENTICS

a. Girls were motivated by a desire to lose weight.

b. Body bends and stretching exercises very successful.

c. Additional motivation can be added if exercises are given in a circle of girls with a leader picked from the girls to be in the center of the circle.

D. SWIMMING

1. PROCEDURE

a. Very few girls in this group are capable of swimming instruction, however all enjoyed recreation dips in the pool and cooling effect of the water.

b. It is staff opinion that a fear of water is too large to overcome at this stage.

E. ARTS AND CRAFTS

(Note: With this group crafts is a very important part of the program)

a. Covered coat hangers with pipe cleaners.

b. Made and sewed bean bags.

c. Painted sea shells.

d. The girls put on a Hobo skit for assembly and for this they sewed patches on dungarees, shirts and dresses as their craft project.

e. Coloring books.

f. Pot holders.

Playground #7

Boys ranging in chronological ages from 20 to 55, mental ages from 4 to 10 years.

Group of older trainable boys that has experienced very little physical activity. Physical activity must be kept at a minimum and participation in so called "quiet games" was the ultimate goal.

Successful Activities

A. GAMES

1. CROQUET

a. It was necessary that wickets be painted a bright color.

b. Lime was first used to mark course and boys eventually learned art or taking turns and following course without lime.

2. HORSESHOES

a. Boys just taught art of throwing shoes into a large circle.

b. Peg was then introduced and boys scored only at each peg.

c. Formal game of scoring was not accomplished but children enjoy modification.

3. SOFTBALL

a. Restricted entirely to batting and fielding.

b. Boys learned the game called "Indian Ball" (explained earlier in Supplement)

c. As a lead up to batting and fielding it must be remembered that a soft volley ball should be used.

4. HIGH BALL

a. Boys are placed in two separate lines and lines are opposite each other.

b. A soft volley ball is thrown into the air by the instructor and the first boys in line take turns catching it. Number of times ball is caught designates the score.

c. As ability progresses a regulation softball can be used.

5. SOCCER OR KICK BALL
   a. Boys set up teams and practice kicking soccer goals.
   b. Different games of skill in soccer kicking can be used.

6. MUSICAL CHAIRS
   a. This group enjoys walking to music and chairs were introduced to add enjoyment. It is a game of competition that this older group can play indoors and enjoy tremendously.

7. RELAYS
   a. Boys learned passing-ball relays, such as passing ball over head, between legs, over and under relay.

B. EXERCISES

1. VARIOUS EXERCISES
   a. Instructor should guard against older boys over-exercising.
   b. Group learned sit-ups, push-ups, deep-knee bends, leg lifts from lying position.

C. WALKS

1. VARIOUS WALKS
   a. Older groups enjoyed walks but must be motivated that they are to visit a certain area.

D. SWIMMING

1. PROCEDURE
   a. Very little swimming instruction is advisable.
   b. Boys enjoy a cooling dip but fear of water is believed too deep-rooted to overcome at a late stage of development.

E. ARTS AND CRAFTS

1. VARIOUS PROJECTS
   a. Boys enjoyed making pot holders to be used in kitchens.
   b. Success of pot holders is that pattern is simple and kitchens are pleased to receive them.

Unsuccessful Activities

1. Crafts: On basket weaving, Staff is not ready to give up on this project but boys need constant instruction. One boy is presently capable of making baskets with very little supervision.
2. Volley ball: Boys have a fear of the ball; a light beach ball can be used and bounce volley ball played over a low net. However, this is still unsatisfactory.

Bibliography of Publications from The Training School at Vineland 1928-1958

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Part II

The first section of this Bibliography appeared in the May, 1959, issue of The Training School Bulletin. The printing of Part II of the Bibliography of Publicatons from The Training School at Vineland, 1928-1958, completes the current listing as of the above date.

The Editors would like to point out that the Bibliography is **not a listing of reprints in stock.** There are reprints of certain articles available, but the majority of articles are out of print at this time. The Training School will do its best to fill requests for reprints in stock, and in addition, has compiled a listing of available reprints. Requests should be addressed to: "Public Relations Department, The Training School at Vineland, New Jersey."

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